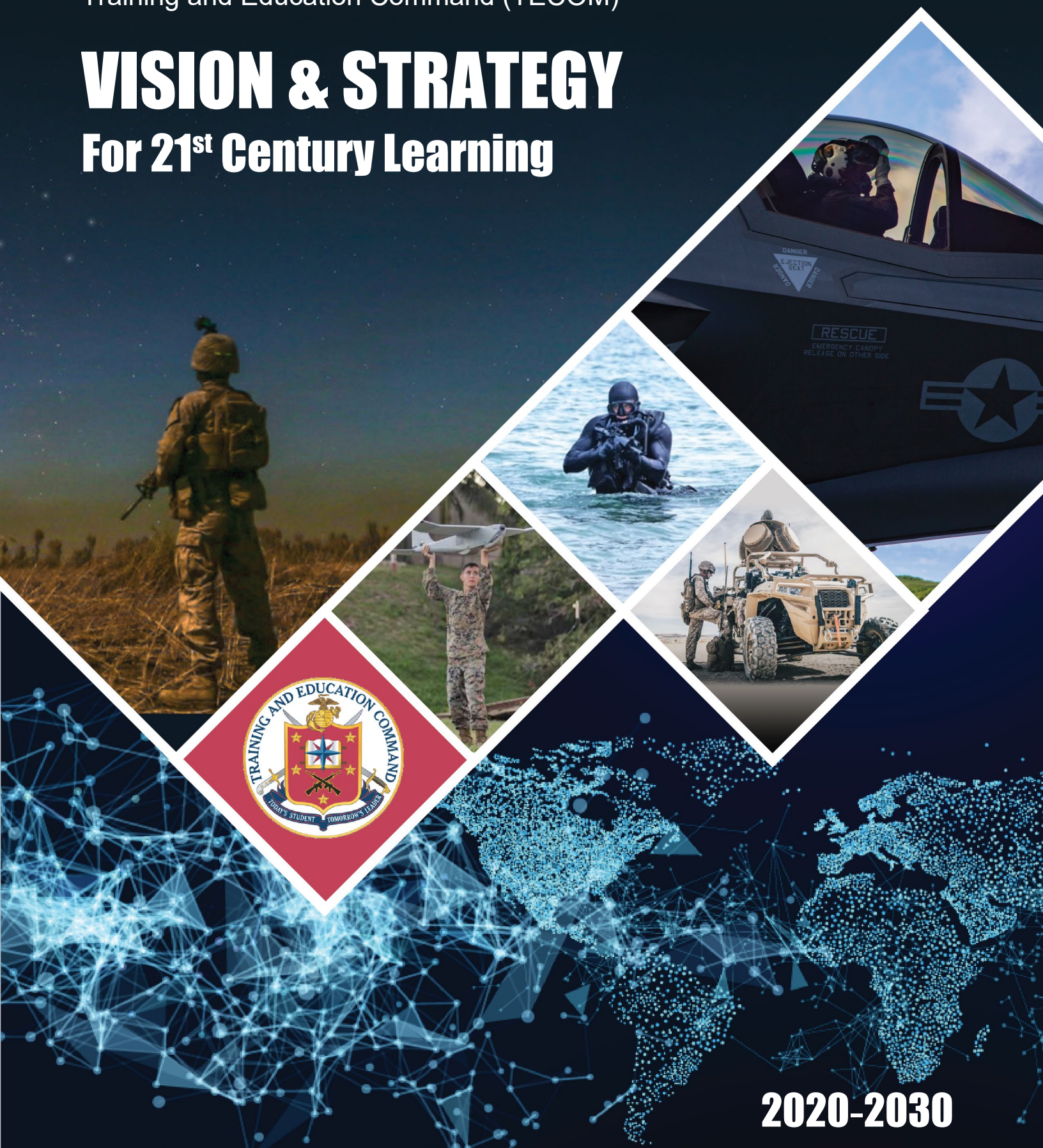


Training and Education Command (TECOM)

# VISION & STRATEGY

## For 21<sup>st</sup> Century Learning



**2020-2030**

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# INTRODUCTION

Training and Education Command's (TECOM's) purpose is to support the Marine Corps' preparation for war in order to ensure the Fleet Marine Forces (FMFs) win our nation's battles and are effective in other actions, in support of national interests. TECOM supports the FMF by transforming civilians into Marines, training and educating individual Marines at formal schools, and enabling the exercise and evaluation of our naval expeditionary forces at all echelons. As the Marine Corps' training and education proponent, TECOM will develop and employ innovative methodologies and technologies that support the FMF's preparation for war.

This strategy will ensure that training and education are aligned with the Commandant of the Marine Corps' Planning Guidance (CPG). Currently, many of our schools and training venues are firmly entrenched in the industrial age model of training and education. We must transform our legacy approach of training and education to advance the intellectual edge of our Marines and the combat effectiveness of our units. Going forward, we must leverage more fully the growing bodies of knowledge in adult learning, human performance science, and talent management in the development of our Marines, instructors, faculty, and units. In conjunction with the transformation from industrial age to information age, this strategy requires that TECOM continue to achieve its

day-to-day mission of making Marines, training and educating Marines, and enabling commanders to exercise and evaluate their units in order to prepare for combat. In some areas, Recruit Training for example, we may not substantially change our training methodology.

The transformation from an industrial age model to an information age model of learning will demand new approaches, methodologies and significant resources. Many of these resources will be beyond TECOM's ability to source internally. However, TECOM will determine ways to divest legacy systems and capabilities, and will re-direct those resources appropriately to requirements identified in the CPG. TECOM will seek internal solutions where practicable in order to reduce the institutional risk to the Marine Corps as it invests in new systems and capabilities required for this transformation.

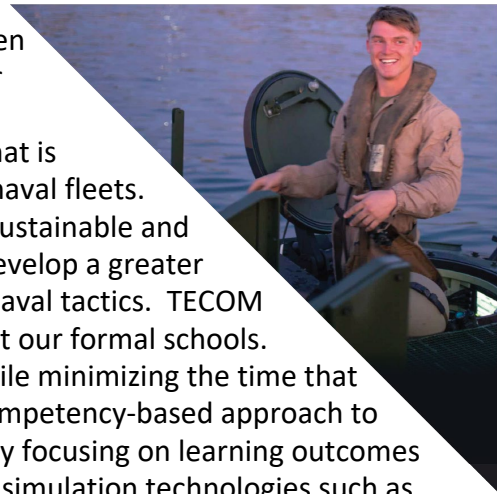
This strategy serves as the authoritative document for Service-level training and education, and provides a common direction to TECOM as we move from an industrial age model of training and education to an information age model of learning. This strategy provides the training and education priorities for accomplishing our mission and establishes a shared vision for improving the effectiveness of Marine Corps learning.





## STRATEGIC VISION

As TECOM transitions its training and education system into an information age learning model, we will strengthen the tenets of maneuver warfare and emphasize a greater naval orientation. First, TECOM will provide training and education that supports the development of one force that is optimized for naval expeditionary warfare in support of naval fleets. To support greater naval orientation, we will undergo a sustainable and aggressive naval education program. This program will develop a greater understanding of naval theory, composite warfare, and naval tactics. TECOM will continue to encourage Navy partners' participation at our formal schools. Second, we will maximize our warfighting capabilities while minimizing the time that it takes to do so. To support this effort, we will take a competency-based approach to learning that enables Marines to learn more effectively by focusing on learning outcomes over processes. Consequently, we will employ emerging simulation technologies such as integrated Live, Virtual, and Constructive (LVC) environments, to enable Marines to apply their warfighting skills in realistic scenarios and to create greater learning efficiencies.



STRATEGIC VISION





## ENDS, WAYS, MEANS

This strategy directs institutional changes that will develop “elite warriors with physical and mental toughness, tenacity, initiative, and aggressiveness to innovate, adapt, and win in a rapidly changing operational environment” (CPG page 12). Some of the directed efforts may take many years to achieve. Therefore, we must establish and institutionalize the objectives from this strategy, providing steady direction that outlasts any one commander or Commandant.

### Ends (Focus Areas)

The following ends, or focus areas, will provide the aiming points towards which this headquarters will conduct all actions, activities, and investments (AAls):



#### FOCUS AREA 1

##### **Adaptive, Decisive Marines**

Marines that can operate in a maritime environment (or elsewhere), capable of determined, intelligent action in the face of uncertainty; and make effective, dynamic adjustments in response to changing situations and conditions.



#### FOCUS AREA 2

##### **Interoperable Units Capable of Decisive Effect**

Marine units that can operate inside actively contested maritime spaces in support of fleet operations or wherever our role as the nation’s naval expeditionary force-in-readiness takes us.



#### FOCUS AREA 3

##### **Foundation for Information Age Learning and Assessments Focused on Outcomes**

A training and education (T&E) continuum transformed from an industrial age model to an information age learning model using new methods and approaches, new tools, and leveraging environments that advance our intellectual edge in warfighting and focus on naval integration across the T&E continuum



## Ways and Means (Actions, Activities, Investments)



### FOCUS AREA 1

#### Developing Adaptive, Decisive Marines

Marines are the centerpiece of the Corps—everything begins and ends with the individual Marine. The battlespace upon which Marines fight is much more complex and increasingly hostile, lethal, and chaotic. We must better develop Marines' judgment to successfully address evolving situations and conditions, rather than simply relying upon practiced replication of predetermined actions from static checklists and rote processes. Therefore, professional military education (PME) is a necessary investment across the force and continuous career-long learning is a critical professional requirement to develop and maintain a lethal naval force. We must not shirk our responsibility to learn as we continue to develop as Marines, both on and off duty. We must continuously seize opportunities to learn from our mistakes and take actions to remediate errors in order to inculcate lessons learned and to not repeat failures. Our learning model must focus on naval orientation and include war games as an integral part of PME. It is critical that Navy and Marine Corps leaders renew and further develop an intertwined naval view of operational responsibilities. The Marine Corps' continued success depends on how well we develop elite warriors that can operate in naval expeditionary environments, take intelligent initiative in the face of uncertainty, and make effective, dynamic adjustments in response to changing situations and conditions.

*To achieve the focus area of developing adaptive, decisive Marines, our actions, activities, and investments will be directed towards the following objectives:*

1

#### MAJOR OBJECTIVE 1

Marines with a strong moral compass, physical and mental endurance, resiliency, and basic warfighting skills.

2

#### MAJOR OBJECTIVE 2

Technically proficient Marines.

3

#### MAJOR OBJECTIVE 3

Critical thinkers with the ability to solve complex problems and lead diverse, distributed teams.

FOCUS AREA 1





## FOCUS AREA 2

### Achieving Interoperable Units Capable of Decisive Effect

The Marine Corps must be prepared to operate inside actively contested maritime spaces in support of fleet operations or wherever our role as the nation's naval expeditionary force-in-readiness takes us. For our deployable forces to achieve a high level of combat effectiveness prior to deployment, supported and supporting units must develop proficiency and operational cohesion through repeated, integrated training under a variety of situations and conditions. In particular, our commanders and their staffs must have the opportunity to extensively test their decision-making under conditions of uncertainty. TECOM must provide the necessary LVC capabilities at home station to realize an expansive MCTE that is able to integrate and aggregate units, platforms, and capabilities from across distributed locations. Commanders and unit leaders must have the ability to augment in real time the traditional live training events with simulation, augmented and virtual reality, and enhanced wargaming in order to better train as they expect and intend to fight. We will enable more detailed observations and feedback through advanced instrumentation of Marine Corps ranges and training areas to provide the empirical data that will inform commanders on the performance and readiness of their units. We must evolve our instructional methods to better develop Marines' professional skills and competencies consistent with addressing the anticipated threats and operational challenges. Beyond setting the conditions for learning, we must also enforce a more disciplined and rigorous assessment model that assists commanders in determining the readiness of their unit and promoting greater accountability. We will provide greater context to assessments through enhanced after-action reviews focused on examining Marines' decision-making, ensuring that lessons are learned—not just observed. Furthermore, opportunities will be given for immediate corrective action, in real time. Remediation is not something to be saved for later, it is expected to occur in-stride for greater understanding. Effectively and quickly remediating failures in training leads to improved unit readiness. War games must also be more integrated into training and education. Wargaming will be institutionalized to ensure that Marines are better able to apply their lessons, further develop decision making skills, and exercise judgment. Although commanders are ultimately responsible for unit performance and readiness, TECOM plays a critical role in supporting commanders as they exercise that responsibility.

*To achieve the focus area of establishing interoperable units capable of decisive effect, our actions, activities, and investments will be directed towards the following objectives:*

#### 1 MAJOR OBJECTIVE 1

Combat proficient units that are technically and tactically competent.

#### 2 MAJOR OBJECTIVE 2

Combat effective units that are able to achieve their objective.

#### 3 MAJOR OBJECTIVE 3

Effective training environments at the home station.



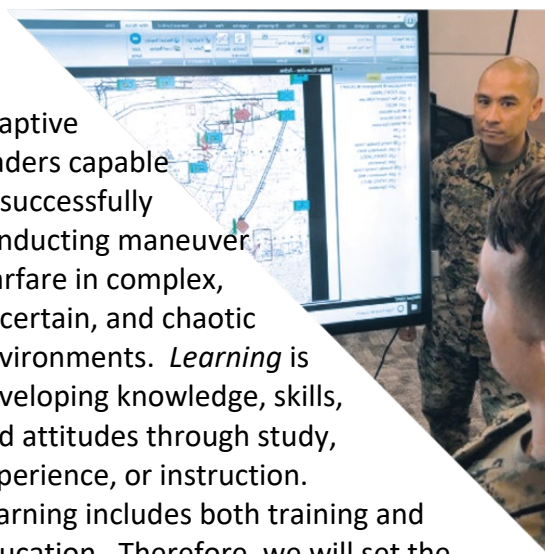
## Developing a Foundation for Information Age Learning and Assessments, Focused on Outcomes

Learning is the key to our Marines' and units' warfighting performance. Yet, many of the methods that we use to teach Marines are still grounded in an industrial age approach adopted a century ago. Rote memorization and lectures reflect instructional methods that are largely no longer appropriate to the profession of arms. We must foster Marines' development of an intellectual edge and enable them to better utilize technologies to succeed in rapidly changing operational environments. The Marine Corps needs to evolve its learning continuum to include new instructional delivery methods, tools, and dynamic learning environments. This more modernized learning model will advance our intellectual edge in warfighting and enable our Marines to better learn **why** and **how** to think, decide, and act—rather than **what** to think.

We will use advanced instructional methods, approaches, technologies, and environments to develop our intellectual edge in warfighting with a focus on naval integration across the T&E continuum. We must facilitate the development of a 21st century learning culture that fosters intellectual curiosity and tactical competence. This culture must foster the development of intelligent initiative and value *outcomes* over process to develop a more learner-centric approach to instruction. The Marine Corps' learning philosophy will seek to create a culture of continuous learning and professional competence that yields

adaptive leaders capable of successfully conducting maneuver warfare in complex, uncertain, and chaotic environments. *Learning* is developing knowledge, skills, and attitudes through study, experience, or instruction. Learning includes both training and education. Therefore, we will set the conditions to transform our approach to outcomes-based learning.

Foundational to changing our approach to learning is the understanding that instructors serve as key facilitators in the learning process. Instructors must facilitate a learning environment that is tailored to each student's needs, develops problem solving skills, and cultivates judgment. It is critical that the Marine Corps develop and sustain highly skilled, professional learning facilitators because they are the critical enabler for 21st century learning. Individuals who are identified as skilled instructors must be afforded the opportunity for continued service, remain competitive for promotion, and be allowed to further develop as instructors. We must incentivize Marines to serve as instructors by eliminating any negative career impacts or stigmas associated with duty as a formal instructor, and as appropriate, provide career opportunities for highly qualified civilian personnel who desire to be instructors.





## Focus Area 3 (Cont'd)

These highly skilled instructors will create more enhanced learning environments by applying these learner-centered instructional methods and advanced technologies. We will institutionalize the use of adaptive learning technologies and interactive learning methodologies, such as leader focused decision-making games, to enhance Marines' learning. We will exploit new technologies to gather better data in order to analyze trends

for reinforcement or reversal, closing the lessons learned loop. We will inject 21st century learning at all levels of the T&E continuum, to include entry-level training—where it makes sense to do so. In order to maintain effectiveness, we will also conduct continuous self-assessments, based on the performance measures delineated in the TECOM Campaign Plan.

*To achieve the focus area of establishing an information age learning model, our actions, activities, and investments will be directed towards the following objectives:*

- |   |  |   |
|---|--|---|
| <b>1</b> MAJOR OBJECTIVE 1<br>An information age framework for learning and unit readiness. | <b>2</b> MAJOR OBJECTIVE 2<br>Learner-centric experiences focused on desired outcomes. | <b>3</b> MAJOR OBJECTIVE 3<br>A disciplined, rigorous assessment model. |
|---|--|---|







## CONCLUSION

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This strategy guides TECOM leaders to institutionalize a more modernized learning model that will better train and educate our Marines in order to be prepared to meet the challenges of current and future operational environments. This strategy is not intended to be a comprehensive listing of TECOM's many programs and initiatives. The 2020 TECOM Campaign Plan will follow from this strategy and will operationalize this strategy by aligning AAls along the three strategic focus areas in order to achieve our objectives in accord with the Commandant's intent, purpose, and end states. Furthermore, subsequent plans and orders from TECOM subordinate commanders aligned with this strategy will provide additional details regarding how we will implement the transformation of our learning model. To summarize, this Strategic Plan provides the vision and objectives that guide us to meet the Commandant's intent for the education and training priority focus area identified in the CPG.



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